BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: TIẾNG ANH THƯƠNG MẠI

Sinh viên: Nguyễn Thị Thu Uyên

HẢI PHÒNG – 2022

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

A STUDY ON COMMON PROBLEMS IN IELTS SPEAKING AND SUGGESTED SOLUTIONS AT ST. JOHN PAUL II ENGLISH

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên   : Nguyễn Thị Thu Uyên

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Tên đề tài: A study case on common problems in IELTS speaking and suggested solutions at St. John Paul II English Center.

NHIỆM VỤ ĐỀ TÀI

1.   **Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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2.   **Các tài liệu, số liệu cần thiết**

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3.   **Địa điểm thực tập tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Quỳnh Hoa

Học hàm, học vị   : Thạc sỹ

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Nghiên cứu về vấn đề thường gặp trong việc học Ielts speaking tại trung tâm tiếng anh Thánh Gioan Phao lô II và các giải pháp gợi ý

Đề tài tốt nghiệp được giao ngày 01 tháng 08 năm 2022

Yêu cầu phải hoàn thành xong trước ngày 24 tháng 10 năm 2022

     Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

          Sinh viên   *Giảng viên hướng dẫn*

    Nguyễn Thị Thu Uyên   ThS. Nguyễn Thị Quỳnh Hoa

         Hải Phòng, ngày   tháng   năm 2022

           XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Quỳnh Hoa

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Sinh viên: Nguyễn Thị Thu Uyên Chuyên ngành: Tiếng Anh thương mại

Nội dung hướng dẫn: A study case on common problems in IELTS speaking and suggested solutions at St. John Paul II English Center

1.   Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2.   Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ [   ]   Không được bảo vệ [   ]   Điểm hướng dẫn [   ]

Hải Phòng, ngày ... tháng ... năm ......

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

QC20-B18

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: Nguyễn Thị Thu Uyên Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp: A study case on common problems in IELTS speaking and suggested solutions at St. John Paul II English Center

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên chấm phản biện
(Ký và ghi rõ tến)

QC20-B19

ABSTRACT

Speaking is one of the most important and seemingly most difficult skills in the IELTS test. Unlike the reading and listening test, speaking comes from our own reflexes, our ideas. Speaking seems to show one's level of English, so this is also an important skill in the IELTS speaking test. The article is about common problems faced by students reviewing speaking skills for IELTS exam and specific solutions to help students dispel fear and conquer speaking skills more effectively.

The research topic was tested on 30 students of St. John Paul II English Center. The data were collected using the researcher's interview questions. The purpose of this study is to help Ielts learners clearly see the problems they often face in IELTS speaking and suggest simple solutions to improve this situation. At that time, speaking is no longer a difficult skill.

ACKNOWLEDGEMENT

First of all, I would like to send my sincere thanks to all my teachers at the Faculty of Foreign Languages, Hai Phong Management and Technology University who have handed me basic knowledge to complete this study.

Secondly, I wish to express gratitude to my supervisor – Miss Nguyen Thi Quynh Hoa, the English teacher of Faculty of Foreign Language, who has always been willing to give me valuable advice and suggestions in order that I can complete this study successfully.

Thirdly, I am equally indebted to my classmates for their suggestions and encouragements in the process of my study.

Last but not least, I would like to express my special thanks to my family members who gave me their love, care, support and encouragement so that I could accomplish my study.

Hai Phong,
Student

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

1.1. Rationale

We all know that English is widely spoken all over the world and it has always played an important role in almost all areas of our lives. Therefore, fluency in English is one of the essential needs of future citizens. One of the certificates certifying an individual's English ability is IELTS. This is a type of certificate that recognizes a person's language ability based on 4 main skills: listening, speaking, reading and writing. Among them, speaking is considered the most difficult skill to master for most learners.

From the fact that most students of St. John Paul II English all complain that they feel the most difficult skill in the Ielts test is speaking skills. I chose the topic "A study case on common problems in IELTS speaking and suggested solutions at St. John Paul II English Center" for my graduation report. With this research, I want to show from the research results, several solutions will be suggested for both students and teachers to help them do better.

1.2. Aim of the study

The aim of the study is to first find out some problems in Ielts speaking test, with a particularly focus on determining the reality of students at St. John Paul II English Ielts speaking and providing ideas for improved this skill. The author hopes to helps students change their mind about Ielts speaking skill and make it more enjoyable for them to do so. The students at St. John Paull II English center are expected to consider Ielts speaking to be their favourite skill.

1.3. Research questions

The study focuses on answering two following questions:

1. What are problems students encountered in learning Ielts speaking skill at St. John Paul II English?

2. What are suggestions for students and teachers to deal with those problems?

1.4. Scope of the study

This research focuses on finding problems that Ielts students at St. John Paul II English Center are having. Currently, many methods are applied to

increase IELTS speaking scores, but many methods are not really effective, causing learners to waste time and not develop results. Therefore, I conducted this research to identify the problems that students are facing to prepare for IELTS speaking in order to find suitable solutions, save time and still keep learners interested without feeling pressured.

Therefore, learning outcomes are limited to students who participate in Research and how these can impact conceptualization for larger populations of all students and they can also be a reference for anyone who wants IELTS speaking practice.

1.5. Method of the study

Several approaches were taken to complete this study:

- Send questionnaire survey to an Ielts class at St. John Paul II English Center to gather information and evidence for research.

- Some references and information of researchers have clear names and ages.

- To collect information and evidence for research, a panel survey check

sent to study Ielts speaking skill at St. John Paul II English Center.

All comments, observations, recommendations and findings of the study are based on research data analysis.

1.6. Design of the study

My graduation is divided into 5 chapters:

Chapter I: Introduction is the introduction of my study including rationale, aims of the study, research question, scope of the study, methods of study, and design of the study.

Chapter II: Literature review consists of two main parts: background of speaking skill, Ielts speaking skill and factors affecting Ielts learners speaking comprehension and problems in Ielts speaking faced by students.

Chapter III: This chapter describes subjects, instruments to carry out the research, the way to collect and analyze data.

Chapter IV: Data analysis, findings and suggested solutions shows detailed results of the survey and comprehensive analysis on data collected. It also refers to findings and offers some recommendations.

Chapter V: Conclusion presents the review of the study, suggestions for further research and limitations of the study.

CHAPTER II: LITERATURE REVIEW

2.1 Theoretical background of speaking

2.1.1 Definition of speaking skill

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as speaker of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in their communication. Because when they speak, they know what they are thinking and how they feel about it, and as you speak other people make

judgments about your character and assumptions about what you are thinking and why.

Speaking for communication is designed for the intermediate to advance level classroom. It will not focus on the communication which usually become a "trap" for the students because of its routine activities of every chapter, but will concern to the students" activities cooperatively where the students can work in groups which consist of two, three, four or even more students with different activities.

According Harwood explains that speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual characteristics are sometime overlooked. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Of course, when we speak we use our tongue and talk orally. In short, the writer infers speaking as activities by which human beings try to express thought, feeling, opinion and to exchange information by using utterances in the form of communication.

Besides that, speaking is oral-language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. In some situation, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about people"s behavior, to make polite requests, or to entertain people with jokes and anecdotes.

In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Ur (2009:120) states that speaking is the most important skills of all the

four language skills because individuals who learn a language are referred to as the speakers of that language. speaking not only know how to produce specific point of language like grammar, vocabulary, pronunciation, and other that are in linguistic competence, but also learners need understanding about when, why, and in what ways to produce language or apply the sociolinguistic competence.

Haryudin and Jamilah (2018: 61) state that speaking English is a foreign language that should do by many practices for master it. The learners should practice in the classroom activity and also in outside of the class because with lot of practice the learners will habit to use English language and their speaking will be fluently.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two–way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

Baker and Westrup in Baker and Westrup (2003:5) have inferred "Speaking is a neglected language skill in many classroom students has a good knowledge of grammar and a wide vocabulary". It means the student must have a skill in speaking especially in the pronunciation of students' vocabulary and grammar.

Baker and Westrup in Baker and Westrup (2003:7) said that "In some classroom, speaking seems means that the students repeat sentences or dialogues or chant English words. Repetition is only one useful way of practicing new language". It assumes in some in the classroom, speaking is a sentence that must be done by students in doing a conversation or dialogue.

Woodrow in Burn and Siegel (2018:17) said that "Speaking is a highly complex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language". It refers speaking; students should always be improved to raise the enthusiasm of students in speaking.

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and

the top down approach. Explaining the bottom up view, Bygate (1987: 5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds- and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13)

According to (Cameron, 2001: 40; Brown, 2004: 140) Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. There are three important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating theorgans of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, toexpress meaning means that the purpose of producing language in verbal com munication is to deliver ideas and experiences so that the speaker can convey meaning to the listener and others. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen andempirically measured in the speaking process by looking at the correctness and effectiveness of the speaker

In conclusion, **Speaking** is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

2.1.2. The Importance of Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes

place, where there is speech. Without speech we cannot communicate with one another.

The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.

In-order to become a well rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as Robert Frost once said: ''I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn.'' Undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

Speaking is not merely a matter of using words, but it needs a more complicated process of producing speech. Speaking is a productive skill that needs a lot of practices. In addition to listening, speaking is mostly taught to the students before reading and writing. By using spoken English, the students will be able to convey their idea. Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation. In one way, English is the language which connects people from different regions, cultures, religions, and nations. Brown and Lee (2015) claim that "English is increasingly being used as a tool for interaction among nonnative speakers". Among the four language skills, speaking seems to play more important role in

communication. Chastain (2005) views speaking "as one important element in developing each language skill and conveying culture knowledge". Considering the significance of accuracy, more attention is drawn to fluency in achieving communicative purposes in conversations.

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools.

Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker

and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

When students learn English, speaking is significant to support their ability to apply the language. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

2.1.3. Characteristics of Speaking Skill

According to Mazouzi (2013), learners' activities should be designed based on the equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge

(2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

Speaking can be formal or informal:

- Informal speaking is typically used with family and friends, or people you know well.

- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practise online. This is no longer the case. English learners can practise speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life.

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

2.2. Background of Ielts speaking skills.

2.2.1. Definition of Ielts and Ielts speaking

2.2.1.1 Definition of Ielts and the importance of Ielts

* Definition

IELTS, which stands for International English Language Testing System, is a globally-recognised test of English language.

According to IDP, ELTS is the world's most popular English language test for work, study, and migration. More than 10,000 organisations trust IELTS as a reliable indicator of true to life ability to communicate in English. IELTS assesses a test taker's English language proficiency across four skills: listening, reading, writing, and speaking.

Delivered on either a computer or paper, IELTS is the only high-stakes language test recognised for migration across Australia, Canada, New Zealand, and the United Kingdom. With a focus on human conversations, IELTS was a pioneer of

four-skills English language testing more than 30 years ago. IELTS continues to set the standard for English language testing today.

IELTS is a test of all four language skills – Listening, Reading, Writing and Speaking. You will take the Listening, Reading, and Writing tests all on the same day one after the other, with no breaks in between. For the Speaking test, you can book a slot online on your preferred date and time. If you fail to choose a slot within the stipulated time, a slot will be automatically allocated to you. The total test time is under three hours.

The IELTS test dates in India are available four times a month or 48 times a year (for paper-based) and are generally held on Saturdays and Thursdays to provide flexibility and convenience to the test seekers. If you opt for computer-delivered IELTS, you can choose from multiple dates and time slots and get your results within 3-5 days. However, the availability of the IELTS dates may differ as per the test type and module you have opted for - Academic or General Training.

Manhattan Review reported that the International English Language Testing System was developed during the 1980s and first administered to students in 1989. The creators and administrators were the British Council, Cambridge English Language Assessment, and the International Development Program of Australian Universities and Colleges. The latter organization gave test development an international perspective. The IELTS had a four-module structure (reading, writing, speaking, and listening) in two versions (academic and general training) that has been the basis of the test ever since. The speaking and listening modules were general, and there was only one version of these two sections. The reading and writing sections were intended to test these skills in academic disciplines that were as close as possible to a given student's intended course of study, and there were three available versions of these modules (science and technology, life science, and social science). The early IELTS therefore retained vestiges of the subject-specific ELTS subtests. The annual number of IELTS test-takers quickly surpassed the number of students who had taken the ELTS. By 1995, there were 210 test centers available worldwide, and about 43,000 students sat for the IELTS each year.

Efforts to improve the IELTS have continued into the 21st century. In 2001, the speaking section was changed to include a smaller number of tasks,

and examiner scripts and more specific scoring criteria were also integrated into the IELTS speaking paper. The assessment of the writing section was updated in 2005 to include four areas of evaluation (there were only three previously). Once a paper test only, the first computerized IELTS was offered in 2005. The IELTS Life Skills Test is a new version of the exam first administered in 2015. This greatly streamlined IELTS is a two-section assessment (speaking and listening only) that can be completed in a total of 16-22 minutes.

The IELTS is now taken by more than 2.5 million students in over 140 countries annually, making it one of the world's most popular standardized assessments. It is available at over 1,100 test centers, and is widely accepted by universities and other organizations in all of the major English-speaking countries.

* **The importance of Ielts**

For education

Even if a man is applying for work, study, or a visa, the IELTS test is similar in terms of examiners, content, format, difficulty level, and scoring (Mahan Kazi, 2021). If learners don't find their test results satisfactory, there is no restriction on how often they can retake the exam. Though, it is recommended to take out some time and study more before appearing for their next attempt. In several countries, language classes and preparatory courses are offered by test centers, but learners can also look for the same online. The learning resources that will help youthem replenish their knowledge and explain how to prepare for the test in the best way.

The Academic IELTS test is needed for college or university admission, while the General Training IELTS is aimed at career and immigration purposes. Following are IELTS importance and the benefits of writing IELTS exam:

According to Studyportals, if someone is interested in studying abroad, many universities worldwide and all universities and colleges in the UK accept IELTS test results. Tier 4 student visa applicants can apply to universities in the UK with an IELTS result from any of the 1,000 IELTS test locations worldwide, unless the institution has additional requirements. Some universities act as local agents on behalf of the British Council, ensuring the organisation and delivery of the IELTS examinations.

If the candidates are considering an undergraduate or postgraduate degree programme, they should take the Academic IELTS test. The General Training IELTS test is sufficient for programmes which do not award a degree.

For work

Ielts certification will provide proof of a human being's language proficiency is an important step in obtaining a visa so that he or she can **work abroad**. Language skills are key to career success, and are considered a valuable asset in addition to all the other requirements of any job.

In the **UK**, applicants must score at least 6.5 on each of the four components of the test (Reading, Speaking, Listening and Writing).

- For working in **Australia**, a test score of 5 is considered to be 'vocational English' level. A band score of 6 means that the applicant is a 'competent English' speaker.

- In **New Zealand**, work permit applicants must gain an overall band score of 4 or higher in the IELTS General or Academic module. They may also provide additional evidence of their English language abilities, such as information about countries they have lived in, their current country of residence or their family's knowledge of English.

- In **Canada**, applicants should check directly with the organisation they want to apply to for the IELTS score requirements. Employers and educational institutions generally set their own language requirements.

For migration

Government agencies use the IELTS exam as part their applications processes to obtain citizenship or the right to permanent residence. They consider language proficiency to be strongly related to people's ability to integrate into the community and the workplace. The IELTS exam is accepted by immigration authorities and continues to play an important role in using language assessment as a mean to control migration numbers.

IELTS assesses you on your practical communication abilities and provides with an accurate assessment of the four skills being tested. It focusses on testing the language abilities rather than specialist knowledge of the candidate and offer two

versions – Academic and General Training. Plus, the Speaking test is held one-on-one with a certified examiner.

The test content for IELTS is developed by an international team of experts and undergoes extensive research to ensure the test remains fair and unbiased for any candidate regardless of nationality, background, gender, lifestyle, or location.

2.2.1.2 Definition of Ielts speaking

According to *English Language Assessment*, there are four papers: Listening, Reading, Writing and Speaking in the Ielts. There are two different *IELTS* modules: Academic and General Training. The Speaking and Listening tests are the same in both modules, but the Reading and Writing tests are different.

In IELTS, your speaking skills is graded as they need to know if you can communicate and understand what is asked of you in English especially when you go to a native English speaking country.

Paul Seedhouse and Andrew Harris (in New Castle, 2008) defined IELTS Speaking Tests is a face-to-face, informal discussion with an IELTS examiner and is the same for both Academic and General Trainning. The test is designed to take between 11 and 14 minutes. There are three main parts to test candidates' pronunciation, fluency and vocabulary. Each part fulfils a specific function in terms of interaction pattern, task input and candidate output.

Part 1 (Introduction): candidates answer general questions about themselves, their homes/families, their jobs/studies, their interests, and a range of familiar topic areas. The examiner introduces him/herself and confirms the candidate's identity. The examiner interviews the candidate using verbal questions selected from familiar topic frames. This part lasts between four and five minutes!

Part 2 (Individual long turn): the candidate is given a verbal prompt on a card and is asked to talk on a particular topic. The candidate has one minute to prepare before speaking at length, for between one and two minutes. The examiner then asks one or two rounding-off questions. !

Part 3 (Two-way discussion): the examiner and candidate engage in a discussion of more abstract issues and concepts which are thematically linked to

the topic prompt in Part 2. Examiners receive detailed directives in order to maximise test reliability and validity. The most relevant and important instructions to examiners are as follows: "Standardisation plays a crucial role in the successful management of the IELTS Speaking Test." (Instructions to IELTS Examiners, p 11). "The IELTS Speaking Test involves the use of an examiner frame which is a script that must be followed (original emphasis)… Stick to the rubrics – do not deviate in any way… If asked to repeat rubrics, do not rephrase in any way… Do not make any unsolicited comments or offer comments on performance." (IELTS Examiner Training Material 2001, p 5). The degree of control over the phrasing differs in the three parts of the test as follows: "The wording of the frame is carefully controlled in Parts 1 and 2 of the Speaking Test to ensure that all candidates receive similar input delivered in the same manner. In Part 3, the frame is less controlled so that the examiner's language can be accommodated to the level of the candidate being examined. In all parts of the Test, examiners are asked to follow the frame in delivering the script… Examiners should refrain from making unscripted comments or asides." (Instructions to IELTS Examiners p 5). Research has shown that the speech functions which occur regularly in a candidate's output during the Speaking Test are: providing personal information; expressing a preference; providing non-personal information; comparing; expressing opinions; summarising; explaining; conversation repair; suggesting; contrasting; justifying opinions; narrating and paraphrasing; speculating; and analysing. Other speech functions may emerge during the Test, but they are not forced by the test structure. Detailed performance descriptors have been developed which describe spoken performance at the nine IELTS bands, based on the criteria listed below (IELTS Handbook 2005, p 11). Scores were reported as whole bands in 2004, which is when the tests studied were recorded.

Also, according to *Ieltshighscore.com*, the IELTS Speaking test is designed to assess a wide range of skills. The examiner wants to see how well the candidates can communicate opinions and information on everyday topics and common experiencs. Therefore, the candidates need to find out the answer for a range of questions and speak at length on a given topic using the appropriate language.

From the beginning of 2020 to the end of 2021, because of the influence of the Covid 19 pandemic, the IELTS speaking test takes place online, specifically through the zoom application. The examiners and contestants do not communicate face-to-face as before, but online. The time and manner of the IELTS speaking test has not changed, instead this method helps many candidates reduce stress because they do not have to face the examiner directly.

In conclusion, the IELTS speaking test helps assess the candidate's listening, speaking and reflexes. To confirm that a person has good foreign language skills, in addition to skills such as listening, reading, and writing, speaking is one of the most practical skills, parallel with writing. Because at that time, candidates have to focus on listening and thinking for themselves what the other person is saying and how they need to respond. A person who is good at English is not only good in theory, but also a person who can express his or her views and thoughts in words.

2.2.3 Characteristics of Ielts speaking

According to Ielts.online.test, you are supposed to understand the question and answer it without going off topic. So even if you speak fluently and you talk about something other than the question then you will end up scoring less.

For example: The question asked is, "where do you live?" in reply some would say "I am from Hyderabad."

The above answer is grammatically correct but it didn't answer the question. You could be from Hyderabad but you could be living in Australia.

Do say "I reside in Hyderabad."

Notice the change of words that was used in the question "live" was changed to "reside". This is yet another example of using better vocabulary.

There are four key assessment criteria for IELTS Speaking:

- Fluency & Coherence (FC)

- Lexical Resource (LR)

- Grammatical range and accuracy (GRA)

- Pronunciation (P)

Each contributes 25% of candidates' total IELTS speaking score.They will be awarded bands 0-9 in full and halves. E.g. 6, 6.5, 7, 7.5… This is calculated as an average of their scores in all four assessment criteria, to the nearest score.

Fluency and Coherence refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech (Paul Seedhouse & Andrew Harris, 2008). The key indicators of fluency are speech rate and speech continuity. For coherence, the key indicators are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (eg connectors, pronouns and conjunctions) within and between sentences.

Lexical Resource refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.

Grammatical Range and Accuracy refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and variety of sentence structures, and the ability to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

Pronunciation refers to the capacity to produce comprehensible speech in fulfilling the Speaking Test requirements. The key indicators will be the amount of strain caused to the listener, the amount of unintelligible speech and the noticeability of L1 influence.

Topic is employed in the IELTS Speaking Band descriptors to differentiate levels. In some cases it is mentioned under 'Fluency and coherence'. It is used to differentiate Band 8 "develops topics coherently and appropriately" from Band 9 "develops topics fully and appropriately". At lower levels it is mentioned under 'Lexical resource' and differentiates Band 3 "has

insufficient vocabulary for less familiar topics" from Band 4 "is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics".

2.2.4 Types of Ielts speaking topic

In IELTS speaking task, various cues are created based on handful of IELTS speaking topics. These are the different topics on which questions are frequently asked in all the three IELTS speaking tasks.

IELTS SPEAKING TASK 1

The topics that are dealt with in this section are general in nature. Topics that you are likely to encounter in your daily life:

- Hobbies
- Studies
- Hometown
- Work
- Food
- Magazine & Newspapers

IELTS SPEAKING TASK 2:

The cue card given in IELTS speaking task 2 is divided into the most common types of topic. These IELTS speaking topics are:

- People: your favourite person, your role model etc
- Places: your favourite restaurant, favourite city, etc
- Experiences: favourite childhood memory, etc
- Feelings: memorable experience, etc
- habits and likes: hobbies and interests, etc
- Objects: money, finances, favourite item, etc

IELTS SPEAKING TASK 3:

There are seven common question types that appear in IELTS speaking part 3 are:

1. Opinion: Give your opinion on a certain topic and you have to remember to give examples.

2. Evaluate: Evaluate opinion of someone else.

3. Future: Your opinion about what will happen in the future?

4. Past: How have times changed?

5. Cause and Effect: What is the cause of a reaction/action?

6. Hypothetical: Your take on imaginary situations

7. Compare and Contrast: Talk about the difference and/or similarities between two things.

2.3 Factors affecting students' English speaking

2.3.1 Psychological factors

2.3.1.1 Shyness

There are many students who feel scared very scared when standing/speaking English in front of a small group or in the whole class. Therefore, it can be a factor that prevents students from participating in conversations, discussions and exchanges in English. Therefore, annotating this element section is also important to assist students in achieving their best performance in the classroom when it comes to (Gebhard, 2000). According to Baldwin (2011), standing in front of a group is one of the most frequent statements among students and the feeling of shyness when starting to become empty or letting them forget something. This theory is also confirmed by these findings by research, which shows that the majority of students do not speak the best of their performance screen. As they commented, they did not show their ability to speak.

Bowen (2005) and Robby (2010) suggested that some shy learners are due to their introverted personalities. Students often do not feel confident and goodwill because most of them feel very afraid to speak English in front of others, especially when English is not their forte. In addition, Saurik (2011) pointed out that most British students feel shy when speaking this language because they think they will make mistakes when speaking. Fear of being laughed at is also a cause of shyness. According to this research data, shyness comes from students' perception of their own speaking ability. In this sense, they fear of being ridiculed by friends due to poor English speaking ability.

2.3.1.2 Fear of mistake

According to many theories, being afraid is one of the factors that make us afraid to speak. It was reported that problems with correction and negative assessment of speech are also associated with fear. It is this that makes many students afraid that after speaking, will be ridiculed and teased by members or other students. Therefore, students tend to dislike participating in practical sessions or discussions. To prevent this situation, teachers need to set up advising students that making mistakes is very normal, in order to have a good and complete speech, the speaker needs to go through a lot of mistakes and mistakes.

The fact that students are afraid mainly makes them afraid to look stupid in other eyes and feel like they are extremely confused. In addition, students are afraid because they are afraid that you will make a mistake laughing and hearing negative reviews from teachers and friends. Students' fear of speaking English is a common problem, especially in

EFL context as in Indonesia. A number of different studies show how it feels to learn to listen to your own sound and be bewildered as to what it's like.

2.3.1.3 Lack of motivation

Motivation is the key to a learner's academic success. Motivation is an important factor to be considered in the learner's communicative readiness work. It is an internal energy. It is the owner of learning type of any effect, it will be interesting to learners.

It has been shown in many studies that students with strong motivation to succeed can maintain academic and achieving higher scores than those with a weaker ability to succeed indicates that construction work has an effect on students to learning is a level for each teacher.

The causes of student work lack of motivation when performing speech are boring, boring teaching methods, lack of awareness of the importance of speaking practice and confidence. step out of safety. This Elementary often becomes the motivation of students. For example, a lack of concentration in a lecture will greatly guide student learning. A member who is not enthusiastic and dedicated, it is certain that the student will not interest the enthusiastic

family during class time. This shows that the work is meaningful and extremely important.

Answering the question of motivation, an anonymoussaid that lack of motivation in learning is the cause English speaking students in the classroom. To motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their learning. Another way of understanding it is that student effectiveness is greatly influenced by the teaching performance of teachers. Therefore, it is extremely important for teachers to show enthusiasm in their lessons.

2.3.1.4 Lack of language practicing environment

The final cause is related to the competitive nature of the classroom, which leads students to unfavorably compare themselves to others. Some students, consciously or unconsciously, compete with each other and this can also increase their level of anxiety and frustration. If students are not sure that they can answer correctly, they will keep silent to avoid losing face. Their self-consciousness prevents them from actively participating in classroom activities.

Additionally, some students said that they could practice speaking English and improve their self-confidence when speaking English without preparation, while the rest of students said that they were nervous and did not want to speak English without preparation. A lack of practice is very significant problem for English learners. Although the students had been enrolled in an English course for years, they did not have much time to practice speaking English in the classroom due to factors such as limited class time and large class sizes. Many students reported that they were nervous when talking to others in English as they rarely had the opportunities to practice English conversation.

Apart from that, even if school environment encourages them to speak English, the general social setting does not allow them to speak English. At home and with friends, Vietnamese students use their native language. Because of that their mind thinks, analyses, and feels in the native language. Even if they try to utter their thoughts and feelings in English, they have firstly to translate them from their native language to English and then, utter it. Often, they find an obstacle in this mind translation because they do not have the syntactic structures properly internalized; they have to remain conscious of tense

translation too. In such cases, it becomes quite difficult for them to speak English fluently and flawlessly.

2.4. Problems in Ielts speaking

There are a lot of mistakes that can occur in the learning process as well as the exam process of Ielts. However, according to Oller John, the errors made in speech are divided into five main parts: accent, grammar, vocabulary, and the ability to understand the words of others, as categorized as levels below:

1) Pronunciation

Level 1: Pronounced in an incomprehensible manner.

Level 2: Very wrong pronunciation, difficult to understand.

Level 3: Sometimes misleading use out loud.

Level 4: Use some tune in voices and sometimes mispronounce but still understandable.

Level 5: There is no clear pronunciation but not native speakers

Level 6: Pronounce like a native speaker there are no signs that they are foreign.

2) Grammar

Level 1: Use grammar mistakes even for prepared expressions.

Level 2: Speaking ungrammatically, show that little grammar knowledge cannot communicate.

Level 3: Periodically speaking mistake showing very little ability to use important sentences and make the listener annoy and sometimes do not understand.

Level 4: There are some mistakes sometimes that cannot be used for some sentences.

Level 5: Wrong grammatical structure.

Level 6: No mistake more than one or two in the interview.

3) Vocabulary

Level 1: Use the wrong vocabulary even a simple dialogue.

Level 2: Use limited vocabulary in daily events.

Level 3: Sometimes the terminology is incorrect. Use limited vocabulary to talk about career and social issues.

Level 4: Learn enough vocabulary to work. In a matter of special interest, know common words, helps to talk in general, but also slow.

Level 5: Know the broad and precise vocabulary of the job and the profession can use the language in social situations.

Level 6: Use accurate and extensive vocabulary, equivalent to native speakers who have been well educated.

4) Fluency

Level 1: Stuttering and dashing until talking almost unknowingly.

Level 2: Speaking very slowly and stutter irregularly, except for short sentences that are spoken every day.

Level 3: Speak very slowly and frequently. Some sentences do not end.

Level 4: Slow talking; sometimes have to say it again. And difficult in the use of vocabulary.

Level 5: Speaking fluently, but also about the speed and smoothness.

Level 6: Talking about everything, both work and stuff. To be fluent and smooth like a native speaker.

5) Comprehension

Level 1: Understand the conversation too little, even in the most ordinary situation.

Level 2: Understand when talking slowly and basically social and tourism that everyone knows. It also requires the speaker to repeat and compile short.

Level 3: Understand directly simple speaking, when speak slowly or repeatedly.

Level 4: Understand the language spoken by the educated people. Speaks rather well but the speaker also has to repeat and rewrite.

Level 5: Understand the language of the speaker in the study in every subject but speaks very quickly and the pronunciation is not clear.

Level 6: Understand the language of all speakers using formal language, idiomatic expressions like native speakers.

CHAPTER III: RESEARCH METHODOLOGY

3.1. Sample and sampling

The sample was drawn from fifty-two English students enrolled in Ielts class at St. John Paul II English. Most of them are facing a lot of problems to deal with Ielts speaking skill.

3.2. Methods of collecting survey data

+ Survey questionnaire:

The survey questionnaire was used to get more information about the students themselves and their experience in learning Ielts speaking.

The survey questionnaire consists of two sections:

Section 1: The demographic information includes students' experience in learning Ielts and finds out the most difficult skill for them.

Section 2: Students' opinions on factors cause difficulties in learning Ielts speaking skill.

+ Interviews:

The researcher gave interviews to students to get more reliable information for the study.

3.3. Data collection

The researcher went to an Ielts class at St. John Paul II English center in the morning and gave the survey questionnaires to 52 students present in the class. Before filling out their questionnaires, students were told that their participations were voluntary and their responses would remain confidential; they were also asked to give their opinions as honestly as possible, which was crucial to the success of this investigation. After questions were answered, the questionaires were collected.

3.4. Data analysis

The data were analyzed with two parts including: demographic information and students' opinions on difficulties in learning Ielts speaking skill in order to find answers for the proposed research questions.

# CHAPTER IV: DATA ANALYSIS AND SUGGESTED SOLUTIONS

4.1 Data analysis

Population: 52 students – 3 classes

Through the survey results, 80% of students participated quite clearly in their answers. Most of the students answered quite in detail and clearly understood the problem they encountered in IELTS speaking. When trying to test pronunciation, candidates still have many pronunciation errors such as missing final sounds, unclear stress, etc. The amount of vocabulary used by candidates in the test is not much, most of them are simple words. no idioms. There are many grammatical errors while the candidate is speaking. Below are the specific percentages of each student problem.

As indicated, the pronunciation mistakes were categorized under six levels. The analysis of the pronunciation mistakes indicated that 12 (23%) were at level 1, 8 (15%) has very wrong pronunciation and difficult to understand, 5 (10%) were at level. About 17 students (accounted for 33%) were at level 4, who used some tune in voices and sometimes mispronounced but it was still understandable. There were 8 students were at level 5 (15%) and only 2 students have pronunciation like a native speaker but there are no signs that they are foreign. This shows that level 4 was the most frequently committed, followed by level 1. The percentage of students who were at level 2 and 5 was very similar, followed by level 3. The proportion of students who were at level 6 stayed the least. This is represented in the pie chart below:

Pronunciation

Error Type	Number of students	Percentage
Level 1	12	23%
Level 2	8	15%
Level 3	5	10%
Level 4	17	33%
Level 5	8	15%
Level 6	2	4%
Total	**52**	**100%**

Pronunciation Mistakes
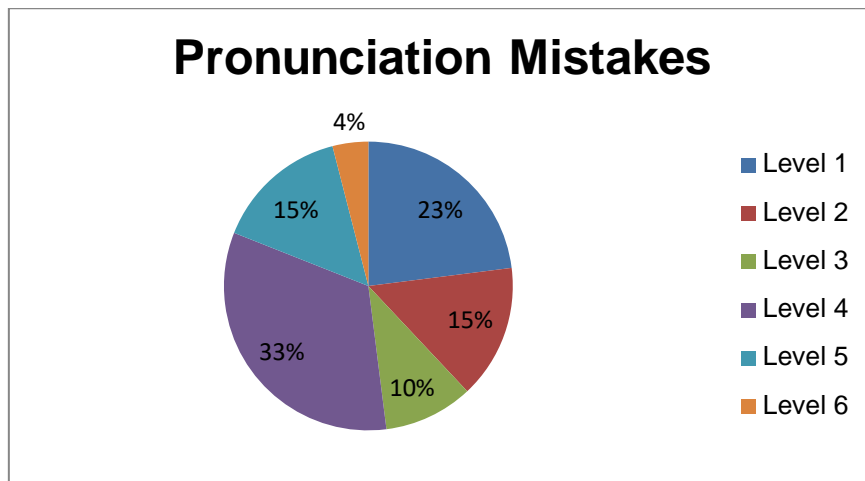
Grammar

According to the data below, there is only one student at level 6 (about 2%), who made no more than two mistakes in the interview. In contrast, there are 17 students at level 4 (the highest percentage in the chart, about 33%), sometimes they speak with mistakes and the structures they use are not usable for certain types of sentences. . Behind level 4 are students at level 1, with about 13 students (25%) making mistakes even at the fixed phrases available. Nearly half lower than level 4 is level 5, with 10 students, accounting for 19% using incorrect grammar structures. There was not a big difference between the students in levels 2 and 3, 4 and 7 students, respectively, with a ratio of 8% and 7%. Specific data are shown in the table and the pie chart below:

Error Type	Number of students	Percentage
Level 1	13	25%
Level 2	4	8%
Level 3	7	13%
Level 4	17	33%
Level 5	10	19%
Level 6	1	2%
Total	**52**	**100%**

Grammar Mistakes
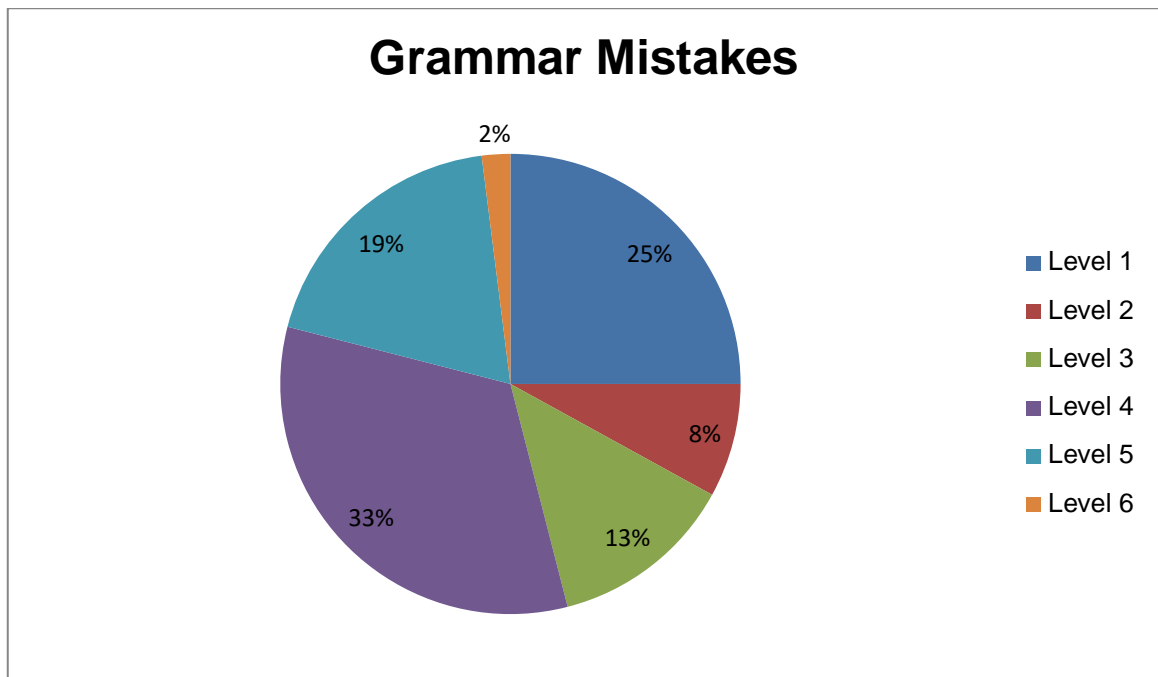
Vocabulary

Out of a total of 52 students participating in this survey, about 20 students (the highest percentage, 39%) learned just the right amount of vocabulary to work with. These students know common words and can use them to communicate, but their reflexes are slow. 23% of these 52 students use the wrong vocabulary even in normal conversational contexts (level 1). The percentage of students at level 2 and 5 did not differ too much, 7 and 8 students respectively. Level 3 accounts for about 3 students (6%), who are students who use quite limited vocabulary to talk about careers and social issues. Finally, at level 6 there are 2 students who can use the vocabulary more accurately and better, accounting for the lowest percentage in the chart (4%). The figures are clearly shown in the following table and pie chart:

Error Type	Number of students	Percentage
Level 1	12	23%
Level 2	7	13%
Level 3	3	6%
Level 4	20	39%
Level 5	8	15%
Level 6	2	4%
Total	**52**	**100%**

Vocabulary Mistakes
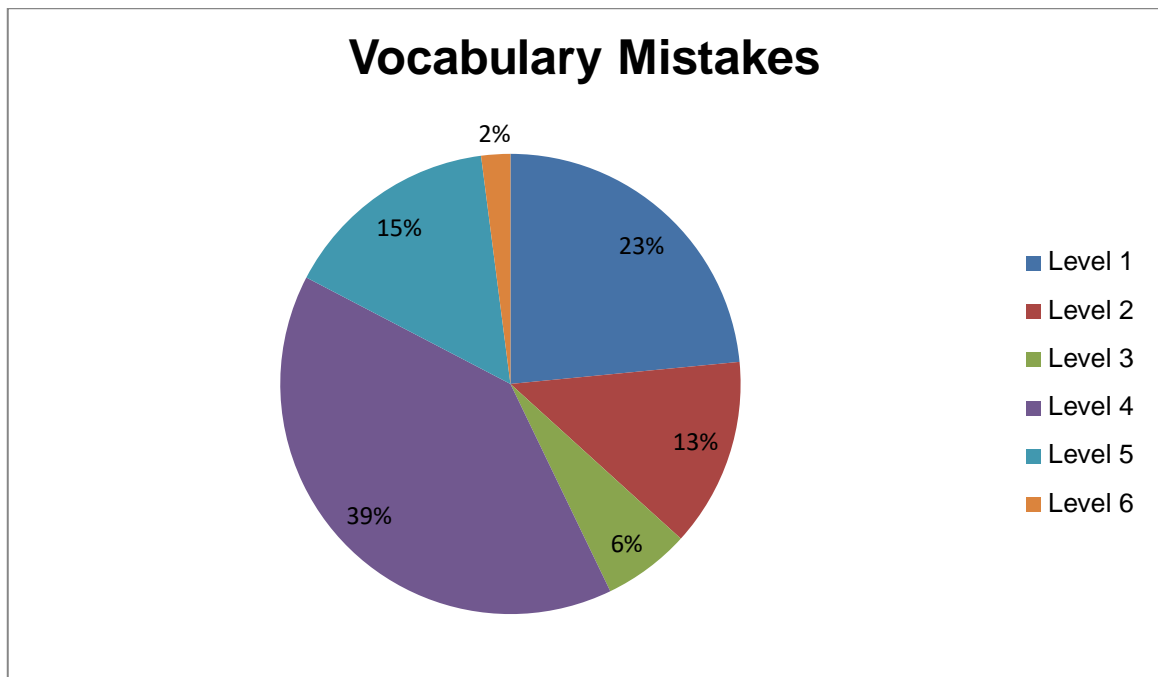
Fluency

When it comes to fluency, the numbers are markedly different. Most students speak quite slowly and evenly, even some sentences don't stop. This is the characteristic of students at level 3, the number of these students accounts for about 26% (13 students). The rate of students who speak slowly and stutter is second, with about 12 students (accounting for 23%). There was no difference between students at level 1 and 4, both accounting for 19% (about 10 students). The remaining 7 students belong to level 5, accounting for the lowest percentage in the chart (13%). On the fluency factor, there were no students at level 6. The table and graph below clearly show that:
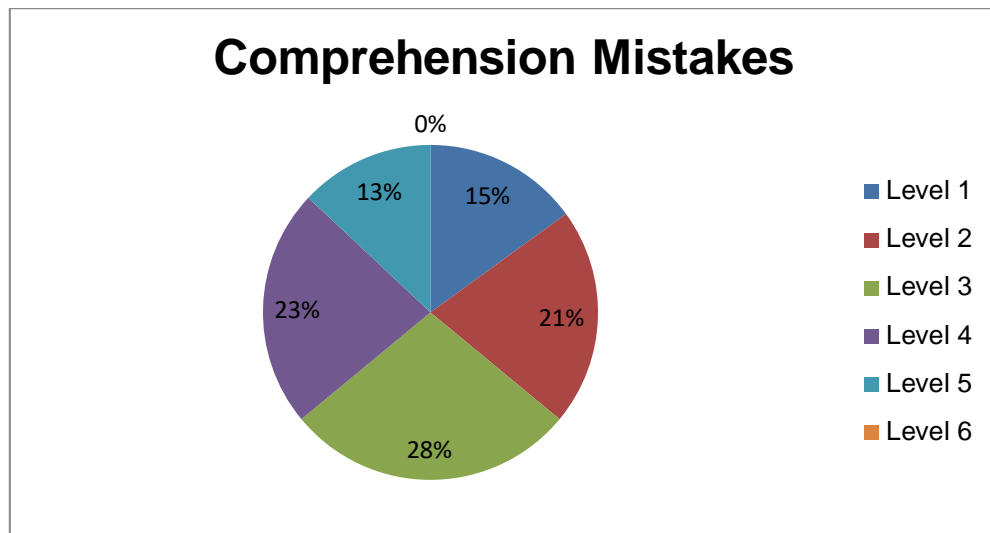
Error Type	Number of students	Percentage
Level 1	10	19%
Level 2	12	23%
Level 3	13	26%
Level 4	10	19%
Level 5	7	13%
Level 6	0	0%
Total	**52**	**100%**

Fluency Mistakes
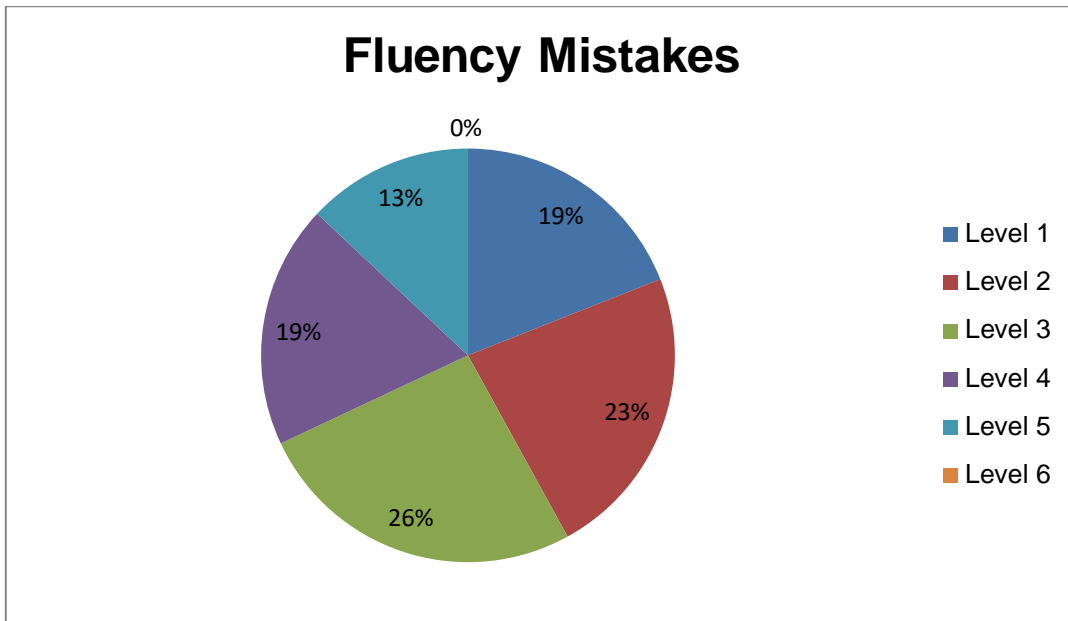
Comprehension

Like the fluency error, there were no level 6 students in the survey. The number of students at level 3 accounts for the highest proportion, about 28% with 14 students. Followed by 12 students (23%) at level 4 who can understand the language commonly spoken by academics. A little lower are the level 2 students, who can understand when the examiner speaks slowly and they have basic knowledge of society and travel. Followed by 8 students at level 1, accounting for about 15%. This is the percentage of students who are not very likely to understand the conversation going on. The lowest percentage is 7 students (13%) belonging to level 5, who can understand the language of the examiner in most subjects, naturally speaking quite quickly and their pronunciation is not really clear. . The data is clearly shown in the following table and pie chart:

Error Type	Number of students	Percentage
Level 1	8	15%
Level 2	11	21%
Level 3	14	28%
Level 4	12	23%
Level 5	7	13%
Level 6	0	0%
Total	**52**	**100%**

Comprehension Mistakes

- Level 1: 15%
- Level 2: 21%
- Level 3: 28%
- Level 4: 23%
- Level 5: 13%
- Level 6: 0%

In general, Ielts students at St John Paul II English Center still face many difficulties in the process of preparing for IELTS speaking, because this is a compulsory skill that students need to have good reflexes and be able to grasp. catch a quick idea to do well. Each student has different specific problems, for students who have been studying for a while, they have problems with fluency and understanding of the examiner. However, most of the new students encounter most of the problems, the main problems they need to solve before are pronunciation, vocabulary and grammar. Some students still do not know the course of speaking and do not know what the IELTS speaking test has, the common content of the questions and how long the test takes. This is also one of the big barriers because they will not know the direction and do not know what they need to learn to conquer this difficult skill. In this case, the Ielts teacher has a very important role to play, helping the children to have a clear orientation and they need to act and study more aggressively to soon conquer their goals.

4.2 Suggested solutions

The study has shown that Ielts students face a lot of obstacles in preparing for IELTS speaking, which is a rather difficult skill in IELTS. Therefore, it is extremely important to find solutions to improve this state, to help clear learning instructions and review this skill more gently, with as little pressure as possible. Here are suggested solutions for both IELTS teachers and students.

4.2.1 Recommendations for Ielts teachers:

4.2.1.1 Give students a test for the speaking entrance exam and determine the target band score for students from the beginning

This is essential to help students know where they are and how hard they need to work to get the band they want. This is the minimum step required because it will help the learning process not be rambling and take a long time. Students know well how much effort they need to make to get to the next band. The suggested website:

https://ieltsonlinetests.com/vi

4.2.1.2 Build a clear, basic route for students

For students to have easier access to IELTS speaking, or for any other skill, a clear and specific roadmap is essential. Students need to know what the structure of the speaking test is like, what time it takes, and what the overall content of the IELTS speaking test usually includes. One of the reasons why students are often bored and afraid to learn IELTS speaking is that they don't know what the overview of the talk is, if the teacher keeps on telling students to go to class and not let them. In general, students are easily confused and disoriented.

4.2.1.3 Update topic trends regularly

Speaking tests tend to be the same every quarter, but teachers should keep in mind that new topics are always updated to include in the test. If students only study according to the old question types without updating new ones, it is very easy to get stuck when taking the test, plus psychological pressure, surely the speaking test will not achieve high results. . Updating new test questions also helps teachers keep up with the changing progress of the speaking test, new test questions are often based on part of the old but progressed in different directions, so students are easily overwhelmed.

4.2.1.4 Guide students meticulously and help students find the Ielts speaking method that is right for them

At the beginning of learning, students still face many difficulties and confusion, so they need to be guided little by little. When students are stronger, teachers can let them work on their own to increase self-discipline and self-study

ability. There are many methods to approach IELTS speaking, teachers and students should refer to many methods, but in the end, each student should conclude for himself a learning method that is most suitable for him. From there, learning becomes a lot easier.

4.2.1.5 Constantly reminding students of their goals and motivating them every day

In the process of preparing for IELTS speaking, it is inevitable that students get frustrated and want to give up. What teachers need to do is constantly remind them of the goals they have set and what they will get after conquering the goals. This will help students quickly regain their spirit after each encounter with exam preparation difficulties. Motivation needs to be maintained continuously by learning continuously and correctly, enough and evenly. Once students lose motivation and forget the reason to study, it is easy for students to give up even though they have committed to learning from the beginning.

4.2.2 Recommendations for students

4.2.2.1 Find the right and quality instructors and seriously follow them.

If students are unable to self-study IELTS at home, finding a tutor is essential. They will help you speed up your IELTS learning process and reach your destination quickly. However, students also need to be careful in choosing English teachers to avoid losing time later, many teachers do not really understand students, so they apply too mechanically methods that make students feel suffocated. and cannot continue. Finding the right companion, students will save a lot of time, money and effort. When you have a companion, students should follow their instructions seriously, otherwise it will be very easy to wander and take a long time to achieve the goal.

4.2.2.2 Spend more time on self-study

Currently, there are many free and very reputable Ielts speaking tips websites, students should refer to those resources, practice more to increase vocabulary and experience Ielts speaking, note that: Always keep up with new trends. Some reputable sites like:

- Ielts with Datio: https://www.youtube.com/c/IELTSwithDatio89

- The Ielts workshop: https://www.youtube.com/c/TheIELTSWorkshop
- IFO: https://www.youtube.com/c/8IELTS
- Ielts Fighter: https://www.youtube.com/c/IELTSFighter
- Ielts Nguyễn Huyền: https://www.facebook.com/ieltsfocusmode/
- Ielts Ngoc Bach: https://www.facebook.com/groups/ieltsngocbach/

4.2.2.3 Practice correct pronunciation and fluency

Standard pronunciation and fluency are one of the prerequisites to help students achieve the desired IELTS band score. Certainly, the IELTS score will be higher if the criteria of the jury are met, the remaining factors are also very important. However, if you do not have much time for IELTS speaking test preparation, you should focus more on these two aspects, which will help candidates remove a lot of IELTS speaking scores. It is best for students to practice speaking every day, if there is someone to monitor and correct pronunciation, it is much more effective. Practice speaking in front of the mirror daily and practice regularly, students' pronunciation will definitely improve very quickly.

4.2.2.4 Improve presentation skills

If the candidates want to achieve a high score in IELTS, in addition to having basic vocabulary about each topic, they need to expand their vocabulary, learn and practice more diverse vocabulary in the process of expression.

This way, when asked a question, students can answer more naturally. It does not take much time to think, but also shows flexibility in his language. Vocabulary types should be used to get a high score:

- Collocations
- Academic words
- Idioms
- Topic-related words
- Uncommon words

In addition, the A.R.E.A method will help their IELTS Speaking presentation be appreciated:

Answer – Answer

Reason – Cause

Example – Example

Alternatives – Contradictory opinions

When brainstorming ideas, use this method to answer questions. It will save students a lot of time as well as give them a quick outline.

4.2.3 Recommendations for each part of Ielts speaking

4.2.3.1 For part 1

- In Part 1, the questions asked are personal questions, so it is recommended that the candidates give private answers. They should not prepare and memorize sample answers, because if the examiner thinks they do, they will unfortunately lose a lot of points.

- The candidates cannot get a high band score if they focus on answering key points like:

- The answer is too short and direct

- Do not use linking words, phrases, idioms, redundant language

- Vocabulary, grammar, and sentence structure are too simple.

- With some IELTS questions like: "Who do you spend your weekends with?", "When do you listen to music?", candidates often face the problem that they answer too "shortly", for example,: "In the evenings before I sleep", "Once/Twice/… a week", "With my parents or my friends",…

- Obviously that's not the answer. The secret to this question is that the candidates need to answer 2-3 different questions about what, where, how often,… They should use the structure "it depends" to create a "situational contrast" in the text.

- Tips to get high scores:

- Using more than one tense in English: Often candidates will only focus on the tense used in the question, but rarely expand to other tenses. Therefore, the extension of thinking to string together other related facts will enable candidates to use many different tenses (For example: past - past perfect, present - present perfect, present – future, etc.).

- More confidence and emotional expression: In order to stay true to the relaxed and natural colors of communication, candidates should express their true personality and feelings based on what is asked. If asked about your favorite subject, express your excitement. On the contrary, if you encounter a difficult

and strange problem, don't be afraid to say that you don't have much knowledge in that field.

- Use some structures to increase expressiveness: Besides expressing emotions by nonverbal expressions, we also have a number of phrases to do it such as:

- Well, this is such an interesting question,

- Hmm, I have never thought of that before,

- Ha, I have never thought to be asked about this one day,

- I gotta admit that I have to take a second to think on that,…

- Use everyday expressions/communication to increase spontaneity: gotta, gonna, sorta, wanna, kinda, won't, for sure, cool, legit,..

4.2.3.2 For part 2

Students should build an outline in their head, from which to present their thoughts and views. It should not be stereotyped because the proctor is always looking for breakthrough and creative answers.

To make the speech softer and more lively, students should also incorporate body language. A high-scoring test requires a lot of criteria that come together. Be confident with the presentations.

Students should time their presentation to just 2 minutes, to avoid excess or lack of time.

- Tips to get high scores:

- Take advantage of 1 minute of preparation For IELTS Speaking Part 2, 1 minute of initial preparation is considered extremely important. It acts as leverage, helping to determine candidates' performance during the IELTS Speaking Part 2 test. Use this time to take notes on the topic candidates are given, trying to write down the ideas until it comes to the end of the test. The examiner asks students to start speaking for their part. More specifically, IDP suggests the following 60-second system suggestions:

+ Make an information matrix according to the criteria box What, Who, How, When...

+ Make a quick outline of the tree diagram, with bullet points corresponding to the questions.

- Adjust your speaking speed

One way to make Speaking Part 2 highly appreciated is to adjust the speaking speed reasonably. Avoid speaking too quickly at the beginning of the test because you are worried about running out of time or forgetting your ideas, which can lead to the candidate's speech being stopped abruptly because of forgetting the outline, panicking. Some strategies for this speaking section are:

+ Try to speak at a steady, natural pace, not to speak too fast that causes swallowing, mispronunciation reduces pronunciation scores. Conversely, candidates should not speak too slowly, reducing the fluency and coherence score assessed by the examiner in the whole test.

+ Breathe evenly and keep the speaking tempo steady throughout the test.

+ Candidates should keep in mind that they have notes on hand, so they can glance at them to get ideas for their speaking.

- Start the test by rephrasing the question in a different way

Opening is always important, especially with IELTS Speaking Part 2, candidates can impress the examiner with an introduction to what they are about to say by rephrasing the question in a different way. One of the ways to start an answer is to form a sentence: "I am going to talk about + put the question in a different way".

- Take the test as if telling a short story

Many candidates feel confused when they have to speak fluently while ensuring the content is attractive. To overcome this problem, there is a recommended way to do Speaking Part 2 that is storytelling. Responding in a narrative way helps their test feel natural and helps candidates not get stuck on ideas. However, candidates still need to develop ideas in a coherent, logical and grammatically correct manner to get the highest score.

- Speak until the examiner signals to stop

The test is limited to 2 minutes, but the candidates should make the most of this time and do not stop until they see the examiner signal to stop speaking. Especially if they're using storytelling like the one above, try to keep talking to show off their abilities.

If they stop the test before the time is up, the examiner will underestimate their speaking ability. During the practice, practice speaking from 2 and a half to 3 minutes fluently.

4.2.3.3 For part 3

For the question in part 2, the judgement requires the candidate's ability to answer fluently and fluently, for part 3, close and reasonable arguments are given top priority. However, under the pressure of the exam room as well as sometimes not having time to come up with ideas, many candidates are quite confused and do not know how to express their answers appropriately. The P.I.E structure below will make it easier for candidates to develop argument-oriented answers. P.I.E stands for:

P - Point: The speaker's main point.

I – Illustration: Argument, usually signs, reasons or examples to make the point clearer.

E – Explanation: A bridge to explain and analyze the relationship between the argument and the argument.

The P.I.E method is used by many candidates thanks to its outstanding advantages such as:

+ Applying the P.I.E structure to the part 3 test will help the candidate's answer to be argued more closely, logically and intuitively. Present your speech from the main point, then clarify and prove that point of view with specific examples and finally analyze and confirm the problem posed.

+ Practicing the P.I.E structure is also quite easy, even if candidates do not know anything about this structure, they can also get used to it quickly, because it only consists of 3 simple steps mentioned above.

There are 3 types of frequently asked questions in Speaking IELTS part 3 that candidates need to pay attention to: comparative form, 2-sided form of pros and cons and discussion form - opinion.

In addition, because P.I.E only has 3 steps, the candidate's answer part will be of moderate length, guaranteed in the allotted time.

- Tips to get high scores:
- Rephrase the question

It is not difficult for candidates to hear clearly or not fully understand the content of the question. In these situations, they can use the familiar question form "Can you repeat the question?" as a simple way to get the jury to repeat the question.

However, for questions that are too long or difficult, replace it with "Can you rephrase the question?"

- Comment on the question

Sometimes during the exam, candidates will encounter difficult questions that they have not had time to come up with an idea for the answer. Candidates can buy time by using commentaries on questions such as:

+ That's a very interesting question.

+ I've never thought about this before.

+ To be honest, it's not an area of my interest.

+ It is important for them to think of an answer to the question, even simple, but avoid too long of a silence.

- Comment on your knowledge on the topic (Comment more)

After performing both steps above, but the candidate is still "stuck" with the idea, the best they can do now is to make a general statement. For example, with the question "Is advertising harmful to viewers?"

- Answer specific questions

Starting the presentation with the phrase "For example,…" or "First,…" are both familiar usages. However, in order to avoid the possibility of thinking about the second idea, candidates should use "For example,..." for safety and stricter. For example, it could make us buy things we do not need, and that's definitely a waste of money. This is particularly troubling among children, who are heavily influenced by commercials and always pester their parents for the products they see advertised.

CHAPTER V: CONCLUSION

5.1. Summary of key findings and discussion

The study has attempted to find out the difficulties that Ielts students in 3 classes of St. John Paul II English Center are facing when practicing speaking skills. After analyzing the data, it was found that there were two main findings:

Firstly, most of the students are provided with a roadmap to learn speaking skills but have not mastered and grasped the route, so they are still confused when learning. On the contrary, the few who know the route well go very quickly and efficiently.

Secondly, there are many factors that affect speaking ability, including confidence, vocabulary, knowledge, listening ability, etc. However, these factors influence a lot and cause difficulties. difficult for students in the process of revision.

Thirdly, it is extremely important for students to self-study and act as judges and contestants. This helps students to build confidence and avoid being too surprised when taking the real test.

5.2. Limitations and suggestions for further research

In any research paper, limitations are inevitable. The research presented in this graduate paper is no exception.

Firstly, the object of the study is only focused on students at the second saint Paul English Center, the scope has not really expanded.

Secondly, speaking skill is only one of four skills to complete the IELTS test, so in order to achieve a high overall band score, candidates need to continuously improve the remaining skills to master English.

APPENDIX
SURVEY QUESTIONAIRE
(for students)

This survey questionnaire is designed for the study on some difficulties encountered by students in learning Ielts speaking skill at St. John Paul II English. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose. Thank you very much for your cooperation.

Please put a tick (√) or write the answer where necessary.

1. How long have you learned English?

Below 3 months	3-5 months	5-12 months	12- 16 months	24 months

2. Which is the most difficult skill for you?

A. Speaking

B. Listening

C. Writing

D. Reading

3. How long have you studied Ielts?

Below 3 months	3-5 months	5-12 months	12- 16 months	24 months

4. Which is the most difficult skill for you?

A. Speaking

B. Listening

C. Writing

D. Reading

4. Do you often have difficulty studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Do you think pronunciation causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Do you think vocabulary causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Do you think grammar causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. Do you think fluency causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. Do you think fear of making mistake causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. Do you think listening skill causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

11. Do you think shyness causes difficulties in studying Ielts speaking skill?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

12. In addition to the above problems, do you have any other problems here?

1. Not familiar with the topic

2. Short answer

3. Unable to defend their point of view

4. Lack of idioms, lack of examples

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